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ABSTRACT

This Vocational Instructional Management System (VIMS) module addresses general information related to the instructional/teaching strategies and cognitive/learning strategies for special needs students in marketing and distributive education. In addition, specific strategies are suggested as they relate to Access Skills objectives for some of the marketing competencies. Seven definitions, 16 frequently asked questions, and 11 references are included. The following questions are answered: What are examples of cognitive strategies? Why should I teach strategies? Who needs to be taught strategies? How often do I need to use instructional strategies? How do I include instructional strategies in my lessons? How can I teach cognitive strategies to special needs students? What instructional strategy could be used for a communication competency? What instructional strategy could be used to demonstrate acceptable social behaviors? What instructional and cognitive skill teaches the identification of selling procedures and sales promotion? What cognitive strategy might be used with this competency? What instructional strategy could be used for an economics and marketing competency? What learning strategy might be used with this competency? What instructional strategy could be used for a communication competency? What learning strategy might be used with this competency? and Where can I get more information about materials? (Four sources are listed.) (NLA)

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Strategies for Learners With Special Needs in Marketing and Distributive Education

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Abstract:
This module addresses general information related to the instructional/teaching strategies and cognitive/learning strategies for marketing and distributive education. Specific strategies are suggested for some of the marketing VIMS competencies.

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Overview

This module addresses some general questions regarding the use of instructional and cognitive strategies. In addition, it outlines some specific strategies as they relate to Access Skills objectives for marketing.

When we discuss instructional strategies we naturally think of teaching methods. Teaching and learning go hand in hand, and an important outcome of any lesson is not only the content to be learned but the student's increased ability to learn more effectively in the future. Cognitive strategies can be particularly helpful to students by providing them with some skills which can be used in future learning experiences (Joyce & Weil, 1986). Instructional strategies used in this module will include advance organizers, concept attainment and concept formulation.

Definitions

Access Skills	Access Skills are skills identified by vocational and special educators that increase chances for success in vocational education programs for students with disabilities (Missouri LINC, 1990-91). Access Skills are sometimes called vocational readiness skills.
Cognitive Strategy	A cognitive strategy is a technique a student uses to confront new information and/or situations with a strategic plan for successful learning. Students must be taught cognitive strategies which will help them effectively acquire and retain knowledge.
Instructional Strategy	An instructional strategy is a planned technique which a teacher utilizes to enable students to acquire and remember information that might otherwise be forgotten (Missouri LINC, 1988-89).
Learning Style	Learning style refers to the manner in which a person is best able to comprehend information through certain stimuli and through certain modes. Stimuli include conditions within the environment, emotions, sociological, physical and psychological aspects of the learning situation. Modes of learning include auditory, visual, kinesthetic/tactile and multisensory. Multisensory is a combination of these modes of receiving stimuli.

Marketing Education	Students participating in a marketing education program will be involved in various training activities that will prepare them for positions in retail and wholesale businesses. Some of these activities include selling merchandise and advertising or setting up displays. Individuals in this field must be able to work with money and record keeping forms. Good communication as well as interpersonal and social skills are essential in most marketing positions. In many situations, people working in marketing positions require the ability to work well with people.
Strategy	A planned deliberate activity used to acquire knowledge (Reid, 1988).
VIMS Competencies	VIMS Competencies are exit level skills for areas of vocational education programs as listed in a standardized Vocational Instructional Management System (VIMS) used by vocational-technical instructors (Boyer-Stephens & Johnson, 1988).

Frequently Asked Questions

Q. What are Some Examples of Cognitive/Learning Strategies?

A. Some examples of cognitive/learning strategies which students can be taught to use include:

- active reading
- SQ3R
- mnemonics
- outlining
- notetaking
- charting
- new term definition and drill
- charades
- name that noun
- word bank
- basic skill flash cards
- calendar of events
- "I Can"
- positive strokes
- success sheet
- listening for detail
- test taking strategies
- proofreading for grammar and thought formation
- reference book usage
- listing
- student demonstrations
- creative writing
- question of the day
- time lines
- board games
- subject folders
- wisdom wheel
- reading buddies

(Lehr & Harris, 1988)

Q. Why Should I Teach Strategies?

A. Students need to be taught how to study, outline, listen, organize and use a variety of other techniques to remember what they learn. Teachers need to demonstrate these strategies and guide learners until they are able to demonstrate competence consistently. Teachers should not assume that students already possess these skills. A classroom represents a variety of learners and it is important to use several strategies in order to teach to all learning styles.

Q. Who Needs to be Taught Strategies?

A. All students need to be taught strategies for use in processing and retaining information. In particular, students with special needs may need to be taught strategies because they have often felt inadequate in many of their educational experiences. These students may have developed a pattern of using unsuccessful methods over and over.

Q. How Often do I Need to use Instructional Strategies?

A. Instructional strategies should be used during every class period. Students learn best and retain concepts longer if they are involved in using (processing) the information rather than merely listening to (receiving) information (Lehr & Harris, 1988). A good rule of thumb by educational psychology standards is to change the activity in the classroom every fifteen minutes for maximum learning. It is helpful to present information for about fifteen minutes and then incorporate a strategy in which students process the information they have received.

Q. How do I Include Instructional Strategies in my Daily Lessons?

A. Several instructional strategies can be listed on the pages of your daily lesson plan or jotted in the margin of your lesson plan book each week. Students with special needs learn best when material is presented using several different strategies. After you have used a variety of strategies, students will develop a feeling for their favorite ones which work for them, and may create one they would like to use.

Q. How can I Teach Effective Cognitive Strategies to Students With Special Needs?

A. The University of Kansas Institute for Research in Learning Disabilities has done extensive work in developing cognitive/learning strategies. They have determined that there are eight steps which should be followed in teaching **all** learning strategies:

1. ***Pretest and obtain commitment to learn:*** During this step, determine which strategies each student does not know, and from this point show students the progress made while learning this strategy.

2. ***Describe the new strategy:*** An important step in the process is to describe to the students what is being taught and why it is important to learn.

3. ***Model the new strategy:*** In this step of the process, the activity is teacher driven, but involves both the student and the teacher. Demonstrate step-by-step implementation of the strategy with explicit instructions.

4. ***Verbal rehearsal of the steps of the new strategy:*** Once again, this step involves the student and the teacher, but this time the student is in control. This is the student's chance to verbally demonstrate to the teacher that he or she knows the steps of the strategy in the appropriate sequence.

5. ***Controlled practice and feedback:*** The student is now given the chance to perform the new strategy within the controlled setting. The teacher observing the student's performance, should give both positive reinforcement as well as constructive criticism.

6. ***Grade-appropriate practice and feedback:*** The student performs the strategy on grade-appropriate information; and once again, the above-mentioned feedback is provided.

7. ***Posttest and obtain commitment to generalize:*** This step refers back to the initial step in which the students were introduced to the strategy. First state the purpose for using the learned strategy and possibly present ways in which it may be used for all information received. The posttest results should be used to provide students with evidence of their success.

8. ***Generalization:*** The most important step is teaching students to generalize the strategy for situations outside the classroom. This step reinforces the main reason for presenting students with cognitive/learning strategies: *to teach students "how" to learn information independently.*

(Deshler & Schumaker, in press)

Q. What is an Example of an Instructional Strategy That Could be Used for a Communication Competency?

A. The Access Skill competency of demonstrating the ability to communicate effectively with employers, coworkers and the public may be taught more effectively with the use of an instructional strategy. The teacher might use role playing as a strategy to teach the student to identify appropriate and inappropriate communication between employees, coworkers and the public.

I. The teacher will set up the role-play situation and provide students with the scenario. With this particular objective, it will be necessary for the teacher to provide students with scenarios of both effective and ineffective communication between the employee and employers, co-workers and the public.

II. The teacher will assign roles to various students, explaining their roles and providing them with scripts.

III. The students will enact the role-play.

IV. Once the role-play has been enacted, student observers will have the opportunity to evaluate whether or not effective communication occurred.

V. Once students have evaluated the role-play, the class will discuss effective and ineffective communication in each scenario.

Q. What is an Example of an Instructional Strategy That Could be Used to Demonstrate Acceptable Social Behaviors?

A. Proper social behaviors are very important in the field of marketing. Demonstrating acceptable social behaviors may be taught using the instructional strategy of modeling/reciprocal teaching. When students are working in a retail situation they must demonstrate acceptable social behaviors. Specifically, it is very important that they learn to maintain an appropriate social distance. For example:

I. The teacher will provide information regarding the socially acceptable distance that should be maintained between strangers, friends, dates and acquaintances.

II. After providing students with a brief explanation, the teacher should demonstrate an appropriate distance between strangers, friends, dates and acquaintances with the assistance of student volunteers.

III. Following the teacher's demonstration, student volunteers will be asked to demonstrate an appropriate distance between strangers, friends, dates and acquaintances. The rest of the class will observe the demonstrations and determine which type of social distance is being demonstrated.

IV. Following the demonstrations and observations the teacher and students will provide feedback to each student in the demonstration.

Q. What is an Example of an Instructional and Cognitive Strategy That can be Used to Teach the Access Skill of Identifying Appropriate Selling Procedures?

A. Multiple choice questions used *during* a unit of study rather than *after* can be an effective instructional technique. This not only helps students learn to problem solve but also to practice answering multiple choice questions and discuss the pros and cons to an answer. When teaching students about various selling procedures, this strategy could be effective.

I. The teacher will develop multiple choice questions and answers regarding basic selling procedures. The teacher will write these questions on the chalkboard along with possible answers.

II. The teacher will use these questions to encourage discussion among the students. Students may debate the answers.

or

I. Students write three or four of their own multiple choice questions covering some material that they have read.

II. These questions and possible answers can then be used to generate discussion and debate.

Q. What is an Example of an Instructional Strategy That Could be Used to Teach Students About Sales Promotion?

A. An advance organizer is an instructional strategy that could be useful in teaching students the VIMS competency of *identifying the major advertising media to promote sales* (H-1).

The key to using an advance organizer is to link new learning material with already existing ideas within the learner. The teacher needs to present an advance organizer to the students which will allow them to logically sequence and process the new information.

I. The teacher will provide general information on the concept of advertising. Information presented will show how advertising informs people about products or about a particular store where they might be able to purchase a product. Advertising can also be about public opinions and how our ideas are influenced by advertising. The teacher can provide a definition of advertising as "any part, form or 'nonpersonal' presentation or promotion of idea, goods or service identified by a 'sponsor'." Nonpersonal means that the person advertising does not have personal contact with the person who will be buying the product or services. Witness the relatively recent changes in attitudes toward smoking based on a significant amount of advertising from the American Cancer Society and other influential groups.

II. Students will be divided into 4 or 5 groups and will brainstorm ideas about the development of various forms of advertising. They can list the places where advertising can be seen or heard and how it effects people.

III. When provided with a product the groups will develop an advertisement for that product, using at least 2 media forms.

IV. The groups will present their advertisements to the entire class and discuss the selling power of such an ad.

V. The teacher will conclude the lesson with a review of the concept and relate all of the activities to the competency.

Q. What is an Example of a Cognitive Strategy the Student Might use With This Competency?

A. Since an advance organizer provides general information about a concept, the student must be able to listen carefully to the information which the teacher provides. When the learner listens effectively he/she should be able to link the new learning material with existing ideas within him/herself.

Effective listening is a cognitive strategy that requires the student to pay close attention to the instructor when the advance organizer is presented. The student should attend to voice inflections and body language which emphasize the importance of various points. It is also important for students to filter out auditory distractions and attend to the instructor's message (Polloway, Patton, Payne & Payne, 1989).

Listening is a skill students must be taught. A listening exercise which can be useful in helping students develop this skill is described below.

Introduction: During this activity the instructor should circulate from dyad to dyad observing the interaction. It is important that each participant have several opportunities to be speaker and listener.

Procedure:

1. Explain that the purpose of this exercise is to provide students with an opportunity to improve their listening skills. Good listening skills are useful to students as they attempt to learn new material.
2. Divide group into dyads (sitting facing each other).
3. Pass out "stems" (listed below).
   Ask the speaker to talk to the partner (the listener) who should actively listen to everything the speaker says. When the speaker is finished, the listener should repeat to the speaker what the listener heard the speaker say. The speaker may challenge, correct or accept the listener's perception.
4. Ask the partners to reverse roles. Allow adequate time to permit each member to experience the listener role at least twice.
5. Process the experience. Discuss the following questions:

- As a listener, did you have trouble repeating what your partner said?
- As the listener, did you want to interrupt the speaker?

Marketing Stems

The purpose of creating an attractive display is to...
I get angry with my boss when...
I enjoy spending time with my coworkers when...
I am able to earn a commission when...
I get frustrated with a customer when...
A pm is an abbreviation for a...
Merchandising is...

(Starr & Gysbers, 1989)

Q. What is an Example of an Instructional Strategy That Could be Used for an Economics and Marketing Competency?

A. The VIMS competency of describing the different types of business ownership may be taught using strategies. The strategy of concept formation could be used with this competency.

This strategy involves three steps. The first step is to identify the data. The second step involves grouping the items according to some similarity. The third step involves developing categories and labels for the groups. Hilda Taba, who developed this strategy, suggests that teachers use eliciting questions for each type of activity. For example, the question "What belongs together?" will encourage students to group things which have been listed (Joyce & Weil, 1986).

I. The teacher would first ask students to define the term "business ownership."

II. The next step would involve grouping various types of businesses into categories. The teacher could ask the students to list different types of businesses such as local, state or national businesses. The teacher might ask the question "Which types of businesses belong together?"

III. The third step of concept formation is for the students to label the groups which have been listed. The question "What would we call these groups?" might elicit these types of responses. At this point students should be able to identify partnerships, private corporations or public companies; although not perhaps, using these names.

The purpose of this strategy is to encourage students to expand the conceptual system in which they process information. This strategy can be useful to help students relate new information to familiar ideas

Q. What is an Example of a Learning Strategy the Student Might use With This Competency?

A. A strategy which can help students to identify and store information is RAP, a paraphrasing strategy for reading comprehension (Schloss, Smith & Schloss, 1990).

This strategy can be used by students as they read about various types of businesses. The RAP strategy encourages student to **R**ead a paragraph, **A**sk themselves the main ideas and two details and **P**ut the main ideas and details into their own words.

This strategy is helpful when students are attempting to remember details about a particular topic.

Q. What is an Example of an Instructional Strategy That Could be Used for a Communication Competency?

A. The Access Skill of demonstrating the ability to communicate effectively with employees, coworkers and the public might be better taught with an instructional strategy. The strategy of concept attainment could be used with this competency.

The idea behind the strategy of concept attainment is that we lead students to a concept by asking them to compare and contrast examples of concepts which have particular characteristics with those that do not have those characteristics. We use examples and non-examples so that students are able to understand the concept. As students learn with this method they improve their ability to differentiate concepts.

I. The teacher can provide students with positive examples and negative examples of good business communication. The teacher can list these examples on the chalkboard without identifying them as positive or negative. The teacher can then ask the class to identify the examples as positive or negative. For instance: a positive example of good business communication would be when the store clerk approaches a customer with the question "Is there something special I can help you find?" A negative example might be two clerks discussing their social plans for the evening in front of the customer without offering any assistance. The idea behind concept attainment is to give students examples of a concept and encourage them to come up with the concept.

II. Once students have identified the concept, in this case good and bad business communication, we can explore how they were able to attain this concept by reviewing their thought process. During this phase we can also test their hypothesis by asking them to identify more examples and non-examples.

Q. What is an Example of a Learning Strategy the Student Might use With This Competency?

A. A self-questioning technique is a cognitive strategy that could be used with this competency. Instead of the instructor initiating questions, the students can ask themselves questions as they view examples of acceptable and unacceptable business communication. A self-questioning strategy allows the student to turn an idea into questions. This provides the opportunity for students to practice and receive feedback (Billingsley & Wildman, 1990).

Using business communication as the main idea, the student would begin self-questioning by asking questions such as:

- What defines good business communication?
- What defines bad business communication?
- What is an example of good business communication?
- What is an example of bad business communication?

Summary

Instructional strategies can be very effective for all students and may be especially useful in working with students who have special needs. Once students identify strategies which work well for them they should have more positive experiences with learning new material. These experiences build a foundation for other positive experiences and allow learners to become successful in school and in other areas in their lives.

This module has attempted to offer a few sample strategies which can be used with students in marketing and distributive education. There are many other strategies teachers can utilize in this area. A review of the reference section can assist in identifying additional strategies.

Q. Where can I get More Information About Materials Available in the Area of Marketing and Distributive Education?

A. Additional sources of information include the following:

The Media Center
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301
(816) 826-7100

Missouri Education Center
1206 East Walnut
Columbia, MO 65201
(314) 886-2157 or
(800) 829-2226

Oklahoma State Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074
(405) 377-2000

Instructional Materials Laboratory
2316 Industrial Drive
University of Missouri-Columbia
Columbia, MO 65202
(314) 882-2883 or (800) 669-2465

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